

Vocational Education--Indian and Hawaiian Natives Programs (CFDA No. 84.101)

I. Legislation

Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392), Title I, Part A, Section 103 (20 U.S.C. 2313) (expires September 30, 1997). Although appropriations are authorized in the statute only through FY 1995 (with a one-year extension under General Education Provisions Act (GEPA) through September 30, 1996), the Omnibus Consolidated Appropriations Act 1997 (P.L. 104-208) essentially authorized the act through FY 1997 and extended the availability of funds through September 30, 1998.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1977	\$ 5,281,476	1988	\$10,462,777
1980	6,929,755	1989	10,808,990
1981	6,182,654	1990	11,099,592
1982	6,182,654	1991	11,104,009
1983	5,936,734	1992	12,352,107
1984	6,645,484	1993	12,643,631
1985	9,895,639	1994	12,635,000
1986	9,564,367	1995	14,757,765
1987	10,414,352	1996	14,666,220

III. Analysis of Program Performance

A. Goals and Objectives

Indian Program

The Indian Vocational Education Program (IVEP) targets (1) tribal organizations of any Indian tribe that is eligible to contract with the Secretary of the Interior under the Indian Self-Determination and Education Assistance Act or under the act of April 16, 1934; and (2) Bureau of Indian Affairs-funded schools offering a secondary program. Any tribal organization or bureau-funded school may apply individually or as part of a consortium with one or more other eligible applicants.

Hawaiian Natives Program

The authorization for the Hawaiian Natives Vocational Education Program stipulates that grants can be made only to organizations that primarily serve and represent Hawaiian Natives and are recognized by the governor of the state of Hawaii. Thus far, only one organization, Alu Like Inc., has received this recognition. Alu Like is a nonprofit organization with the primary mission of helping Hawaiian Natives to achieve social and economic excellence (III. 2).

Alu Like funds vocational education projects for students in secondary schools and community colleges and for out-of-school youth and adults. These projects are planned with Hawaii's established public

educational systems. The program offers direct training that results in certification in a technical area as well as in job placement and follow-up. In addition, the program, through counseling and financial assistance, enables Hawaiian Native students to participate more fully in postsecondary vocational and technical programs.

B. Strategies to Achieve the Goals

Indian Program

IVEP provides funds through a competitive grant process for programs in traditional vocational areas such as construction, plumbing, agribusiness, forestry, and land management, as well as emerging opportunities in business management/ entrepreneurship, tourism, computer programming, computer graphics, health occupations, heavy equipment operations, hospitality and casino management. These programs provide certificate and associate degree options.

Characteristics of Grants

Some 15 awardees are educational institutions, and 27 awardees are tribal organizations (3 of which are consortia). All grantees are in areas where Indians have high unemployment rates and significant high school dropout rates. Many are located in remote areas that, because of location, are self-sustaining communities. In response to these factors, special consideration is given to exemplary approaches that coordinate with other available agency services and are developed in conjunction with tribal economic plans.

Features and activities of IVEP grants

- Most have strong affiliations with Job Opportunities Basic Skills (JOBS) and Job Training Partnership Act (JTPA) programs for outreach and referral, adult basic education, and job skills training.
- Most have developed a comprehensive student services component that helps students with career and personal counseling, child care services, tutoring, and transportation.
- Many of the most recent awardees have requested that they have access to the Internet to reduce the effects of their remote location and to facilitate communication and access to information resources.
- Two grants are developing distance learning facilities affiliated with community colleges, technical schools, or universities.

Hawaiian Natives Program

The mission of the Hawaiian Natives Vocational Education Program, administered by Alu Like, is to foster changes in the Hawaiian vocational education delivery system to ensure that Hawaiian Native students participate in, and benefit from, vocational education to the same degree as other ethnic groups in the state. Goals of projects funded by the program include increasing the number of Hawaiian Native vocational education high school students who pursue vocational education at the community college level, adoption of methods culturally appropriate for teaching basic academic skills to Hawaiian Natives at the intermediate level, improving the retention and completion rates of Hawaiian Natives

enrolled in community college vocational education programs, and establishing community-based vocational education facilities to assist Hawaiian Native adults to reenter the public vocational system.

C. Program Performance—Indicators of Impact and Effectiveness

Indian Program

Each IVEP grant must satisfy federal requirements as well as the program and performance goals presented in their application. The ultimate goal is to provide training that leads to job placement for youth and adults, 16 years of age and older. Statistical reports provide information about the numbers of participants in various vocational areas, and the numbers of completers and placements.

Final reports are not available because most grants remain active, but the following programs are examples of the achievements and outcomes of these projects:

- The Zuni Vocational Education Program in Zuni, New Mexico, with Rehoboth Christian Hospital and Doylestown Hospital in Pennsylvania, developed an accelerated 12-month program for training registered nurses. The program achieved a 90 percent completion rate with 100 percent placement. The vocational program as a whole exceeded projected enrollment by 20 percent.
- The Bay Mills Indian Community Program of Brimley, Michigan, began as a vocational project housed in the basement of the tribal center, serving 11 students in 1981. It has since evolved into an accredited, tribally controlled, community college through its success in developing and delivering quality programs in fields such as Prenursing/Health Careers, Tribal Business Management, Computer Information Systems, and Office Technology. Today the Bay Mills Community College has an enrollment of 462. Its latest IVEP grant, which ended in April 1996, exceeded projected enrollment by 61 percent with placement exceeding the 90 percent proposed. The initial IVEP grant in 1981 provided the seed money that, over the years, has expanded to include multiple funding sources and extended services for the tribe.
- The Menominee Nation Project in Keshena, Wisconsin, proposed training 70 students as administrative assistants and microcomputer specialists with placement estimated for 53 students. The final figures showed the project exceeded both the proposed enrollment and placement projections. This project started as a vocational education project at the tribal training facility. During the past three years of the IVEP funding, this facility has grown and developed, recently applying for accreditation as a tribally controlled community college.
- The Stone Child Community College Project in Box Elder, Montana, has reduced the college student withdrawal rate from 50 percent to 10 percent as a result of an aggressive student support services plan which provides intensive early intervention counseling that is initiated by teacher referrals.
- The Torres-Martinez Desert Cahuilla Project in Thermal, California, provided vocational training for jobs as hazardous waste technicians, emergency medical technicians, fire science, security, recreation management, and secretarial/ administrative assistants. Enrollment exceeded projections by 70 percent, and a placement rate of 86.3 percent was maintained. This grant provided vocational training for 18 percent of the working-age tribal population.

Hawaiian Natives Program

The Hawaiian Natives Program operates new and ongoing projects for secondary, community college, and adult students. The secondary projects are operated in high schools where the majority of the students are Hawaiian Natives. Many such high schools are located in isolated areas with few local businesses, so the projects, like one at Waialua High School, emphasize entrepreneurial activities. This school, which has planned, cultivated, and marketed mushrooms on the school grounds, has realized a profit from selling its product to tourist hotels in Honolulu. Next year, three additional high schools are planning similar projects.

The targeted secondary schools also are increasing their use of “career academies” as a means of school reform. The Building and Construction Trades Academy at Kailua High School which touts its academy at various school-to-work conferences across the state, has a program to train environmental pollution specialists. This intensive seven-week program, which was established with Lawrence Livermore National Laboratory, introduced several dozen high school students to a promising college major.

The University of Hawaii Community College Student Retention Model, which is supported in part by the Hawaiian Natives Program, is updating its data collection system to track the progress of Hawaiian Native students in the community colleges. An outreach effort has recruited an increased number of Hawaiian Native high school students for enrollment in community college programs. While in school, students receive counseling, tutoring, peer support, and financial assistance. Over 2,500 Hawaiian Natives have been served in this manner.

For adult students, the grantee uses a Hawaiian Native cultural focus to teach entrepreneurial concepts and foster business start-ups.

The project has reached more than 1,200 secondary and 400 adult entrepreneurs in this manner.

IV. Planned Studies

Indian Program

Final report analysis will provide information on the achievement of goals and objectives as well as the effect of agency and tribal economic plan coordination on the success of the projects.

Hawaiian Natives Program

The grant provides for an evaluation component. The final report will provide information on achievement of goals and objectives of the projects.

V. Sources of Information

Indian Program

1. Program files.

Hawaiian Natives Program

1. Program files.
2. Pelavin, Diane C., Levine, Andrea B, and Sherman, Joel D., Descriptive Review of Set-Aside Programs for Hawaiian Natives (Washington, DC: Pelavin Associates, April 1989).

VI. Contacts for Further Information

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